EDUCATION.

SPEECH OF HON. JOSIAH T. WALLS OF PLORIDA. IN THE HOUSE OF REPRESENTATIVES, February 3, 1872.

Mr. SPRAKER, my remarks will be principally directed as in answer to the remarks made by the gentleman from Georgia, [Mr. McIsvyres, who it appears was in opposition to the bil establishing a national educational fund as proposed by the Committee on Education an Labor.

The gentleman from Georgia, in his effort is opposition to this bill, said that it was objectionable because it interfered with State rights

The details of the original bill are object tionable and ought to be objectionable to every man who feels any interest in the State gov-

He then proceeded to tell us why the bill i

objectionable. I again quote nim:
"Why do I say so? Simply from the fact
that by the Constitution of the United States
the powers of legislation have been distributed.
Ilow distributed? All those which the people
legislation the Congress of the How distributed? All those which the people of the country desired the Congress of the United States to exercise have been ascertained and defined by the terms of the Constitution, while all those powers which the people desired should be prohibited to the States have also been defined and set forth in the same instrument. By the Constitution, all those powers which have not been delegated to the Congress of the United States, nor prohibited to the States, are reserved to the States themselves. Now, sir, since the organization of the General

power of regulating the common schools be-longed exclusively to the States; and I am longed exclusively to the States; and I am unwilling that Congress should take from the States any of their reserved rights. The provi-sions of the pending bill seek to vest the entire control of this fund in the General Government without regard to the will of the response

If we did not understand those who keep up udging from the past, I must confess that

I am somewhat suspicious of such rights, know ing, as I do, that the Democratic party in Georgia, as well as in all of the other Southers argument against educating the poor whites was that the negro more directly associated with the woor whites than with that class who controlled the destinies of slavery. Why, sir, so fearful were they that the negro would become educated, either through his own efforts or by the aid of seme poor white person, they enacted laws prohibiting him from being educated even by his own master; and if a poor white person was earned to the control of the poor white person was earned to be poor white person white person was earned to be provided to the poor white person was earned to be provided to the poor white person was earned to be poor white person was earned to be provided to the person was earned to be person was earned to be person white person was earned to be person white person white person was caught teaching a negro, he was whipped, or in some States sold or com-pelled to leave the State; and if by chance a negro did learn to read, and it was found out, negro did learn to read, and it was found out, he was whipped every time he was caught with a book, and as many times between as his mas-ter pleased. We must remember that this state of affairs existed only about six years ago, and this being the case, is it unreasonable for us to suppose that the Democratic party of Georgia is opposed to the negro being included in the bill that proposes to establish an educational fund, and his being educated out of the public

money? I think not.

The gentleman from Georgia also tells us that he is in favor of seeing the schools of the country promoted, and we believe he is, but he wishes to promote them under the ald

Mr. WALLS. The gentleman will be answered in the course of my remarks. I must ask him not to interrupt me now, as I did not interrupt him when he addressed the House.

The gentleman informs us also that the Georgia Legislature has within the last twenty days appropriated \$300,000 for the purposes is not confined to the whites alone. He says

"Within the last twenty days the Legislature of Georgia has appropriated \$300,000 for the purpose of education; and that educational system is not confined to the whites alone." He then informs us that the "colored people of his State are entitled under the law to the

of his State are entitled under the law to the same rights that the whites will enjoy. Mark his words—entitled to the same rights that the whites will enjoy. This, Mr. Speaker, is very true; but will the colored people have an opportunity, or be permitted to enjoy the same rights that the whites enjoy? This is the question. The echo of the past answers no! not while the Ku Klux Demogray are permitted while the Ku Klux Democracy are permitted to burn the school-houses and churches belonging to the colored people of Georgia; not while they shut the doors of the school houses against the colored children, will the colored people of Georgia enjoy the same educational advantages that the whites enjoy.

We find that in July, 1783, the Georgia Logislature appropriated one thousand acres of

each county for the support of free In 1784 the General Assembly approland to each county for the support of free schools. In 1784 the General Assembly appro-priated forty thousand acres of land for the endowment of a college or university. In 1792 an act was passed by the Legislature ap-propriating one thousand acres of land for the endowment of each of the county academies; \$250,000 were appropriated in 1817 for the support of poor schools. Now, sir, we see that the Georgia Legislature prior to 1828 course. support of poor schools. Now, sir, we see that the Georgia Legislature prior to 1868 appro-priated thousands of acres of land for the support of colleges, county academies, and free schools, but did Georgia have a free school

system in operation prior to 1870?

Again, we see that the Georgia Legislature appropriated \$250,000 for the support of what they called "poor schools." If this appropriation was applied to the establishment of schools, did the poor white and colored chil-dren get an equal benefit of it? We are in-Colonel J. R. Lewis that Georgia ser of Education, who says :

"The latest communication to this office, from a leading educator in Georgia, gives an enin Georgia, gives an en-of the prospect that an excouraging account of the prospect that an ex-cellent school law will soon go into operation in that State, which has just passed the Legis-lature. At present Savannah and Columbus are the only cities in the State that have school

systems worthy of the name.' The gentleman from Georgia also calls our

"I feel safe in expressing my belief that there is intelligence and patriotism enough in the State of Georgia to day to manage its pro-portion of this fund properly if it is turned over to the State."

I suppose he refers to that patriotism exist-ng among the colored people, or that which have inculcated since May, 1865.

NEW NATIONAL ERA.

WASHINGTON, D. C., THURSDAY, FEBRUARY 15, 1872. VOL. III.—NO. 6.}

Now, Mr. Speaker, if we indge of the patriotism existing among the Democratic party in sponsible for it; they who have imposed it upon tecorgis to day from the course that party has pursued in that State relative to free schools and the education of the negro, our conclusion will be that Georgia is now opposed to free schools, and the education of the negro and poor white children, as heretofore.

It is useless to talk about patriotism existing in those States in connection with free schools a passing notice to the arguments generally assigned to the sendency in that direction, and those who have imposed it upon those who have imposed it upon those who have imposed it upon those who have interesting and want of power to control their internal affine control test internal affine control legislation to a great extent. My and in certain States in this Union they shape and incertain States in this Union they shape and in certain States in this Union they Now, Mr. Speaker, if we judge of the patriotism existing among the Democratic party in Georgia to day from the course that party has pursued in that State relative to free schools and the education of the negro, our conclusion will be that Georgia is now opposed to free schools, and the education of the negro and poor white children, as heretofore.

It is useless to talk about patriotism existing in these States in connection with fee achools,

States in connection with free schools

with those who now and always have believed that it was wrong to educate the negro, and that such offenses should be punishable by death or the lash. Away with the patriotism that advocates and prefers ignorance to intelligence! Let us look into the patriotism of Florida's sister State, Georgia. My State has been very retrogressive in connection with free schools, but she is still ahead of Georgia in this respect. I am indeed sorry I cannot say as much for the patriotism of the Democratic narty of my State as the gentleman has about party of my State as the gentleman has about Georgia, when I know that in 1845 the General Government donated to Florida, while under Democratic rule, 908,503 acres of the public omain of that State for common scho poses. And what did they do with it? Why, sir, they enacted a common school law which did not mean anything, which was enacted only to obtain the possession of the lands doonly to obtain the possession of the lands do-nated. In this same law they created a com-mon-school fund, and under the operation of this bogus law they obtained fraudulent pos-session of the lands, sold them, and applied the proceeds to everything else except that for which they were donated. Is this the kind of patriotism to which the gentleman alluded in

I am in favor, Mr. Speaker, of not only this I am in favor, Mr. Speaker, of not only this bill, but of a national system of education, because I believe that the national Govern-ment is the guardian of the liberties of all its subjects. And having within a few years incor-porated into the body politic a class of unedu-cated people, the majority of whom, I am sorry to say, are colored, the question for solution and the problems to be solved, then, are: can these regular restet, their liberties without these people protect their liberties without education; and can they be educated under the present condition of society in the States

where they were when freed?

Can this be done without the aid, assistance and supervision of the General Government.
No, sir, it cannot. Were it not that the preju If we did not understand those who keep up this great clamor for State rights, we might be constrained to believe as the gentleman from Georgia, that no one had any interest in their respective State governments but those who duly warn us against the infringements upon the rights of the States. But we understand them. We know what the cry about State rights means, and more especially when we hear it produced as an argument against the establishment of a fund for the education of the stablishment of a fund for the education of the stablishment of a fund for the education of the ground in the stablishment of a fund for the education of the savent specially when we then the stablishment of a fund for the education of the savent special with the advantages of education and enlight-enment they were enabled to keep their slaves successfully in bondage; for we know that the advantages of education are great.

We are told that the Persians were kept for

Georgia, as well as in all of the other Southern States, have been opposed to the education of the negro and poor white children. And I can, without doing that party any wrong, safely and truthfully state that the Democratic party to-day in Georgia, as well as in Florida, are opposed to the education of all classes. We know that the Democratic party used to argue that to educate the negro was to set him free, and that to deprive him of all the advantages necessary to enable him to acquire an education was to perpetuate his enslavement. Their argument against educating the poor whites was that the negro was to what the Democratic party is a station of trust, tends to elevate and consequently carries with it a great moral responsibility. This is why the Democratic party is the South so bitterly oppose the education of all classes. They know that no educated peo and the processory of the poor whites was that the negro was to set him free, and that to deprive him of all the advantages necessary to enable him to acquire an education of the south so bitterly oppose the education of all classes. They know that no educated peo and the processory to enable him to acquire an education of the south so bitterly oppose the education of all classes. crease their fitness for society and important stations of trust, tends to elevate and consequently carries with it a great moral responsibility. This is why the Democratic party in the South so bitterly oppose the education of all classes. They know that no educated people can be robbed of their labor. They well know that no educated people can be robbed of their labor. They well know that no educated people can be kept in a helpless and degraded condition, but will arise with a united voice and assert their manhood. Hence, to educate the negro in the South would be to lift him to a state of civilization and enlightenment that would enable him not only to maintain and defend his liberties, but to better acquit himself as an honorable and upright citizen, and prove him. This, then, being the result of educating the negro. I cannot believe that the Demochim. This, then, being the result of educating the negro. I cannot believe that the Demochim of the partires of disoypely and nurseries of enmity and hatred toward the Government and loyal blacks and whites, I cannot hope to ever see this Democratic party endowed with sufficient patriotism and justice to leud their energies and support in favor of the education and elevation of my people. While the Democratic party that proposes to establish an educational fund, and his being educated out of the public money? I think not.

The gentleman from Georgia also tells us that he is in favor of seeing the schools of the country promoted, and we believe he is, but he wishes to promote them under the old system, which has so far been a failure in the South, and every fair-minded and unprejudiced man will admit it.

Mr. McINTYRE. I should like to make a correction there. It would seem that he seeks to produce the impression upon the House that I am opposed to education, which, of course, I am not. of free government that popular education, or the education of the masses, is necessary to and inseparable from a complete citizenship. Then let the nation educate her subjects. It is to the interest of the Government, as also to

> information, which tends to eradicate the prejudices and superstitions so prevalent among an ignorant people.
>
> An educated people seek always to improve their condition, not only at home, but in all their surroundings. An educated people are more social, more refined, and more ready to impart their knowledge and experience to others; more industrious because more ambi-tious to accumulate and possess property while the ignorant and uneducated are more while the ignorant and uneducated are more prone to idleness, more addicted to low habits and dissipation, more careless and less ambitious, being more of a "turn" to content them selves and let things go about as they are. The uneducated person cannot have the influence among his fellowmen that educated persons have. As knowledge is power, in short, education is the panaces for all our social evils, injustices, and oppressions. The general diffusion of education among the whole people of the South would render them less submissive the South would render them less submissive to the social and political stigmas under which they are to-day laboring.

the people, to do so. An educated people possess more skill, and manifest more interest and fidelity in the affairs of the Government, be-

cause of their chance to obtain more general

Now that to day laboring.

Now that our whole people throughout this broad land are free, it yet remains for this Government to give them that which will not only enable them to better enjoy their freedom, but will enable them to maintain, defend, dom, but will enable them to maintain, defend, and perpetuate their liberties. Imagine your race, Mr. Speaker, as having been in bondage for over two hundred years, subjected to all the horrors of slavery, deprived of every facility by which they might have acquired an education, and in this ignorant and helpless condition they were emancipated and turned loose in the midst of their enemies; among those who were opposed to not only seeing them educated, but opposed to their freedom; among those who possessed all the wealth, controlled all the educational facilities of the country; those who possessed all the wealth, controlled all the educational facilities of the country; and the country, among those who believed your race to be naturally inferior to themselves in every particular, and fit only to be considered as goods

and chattels. Imagine, I say, your race to-day in this deplorable situation. Would you be considered as comprehending their desires and situation, were you to admit that their former enslavers would take an importial interest in their educational affairs? I think not. Hence, I can not believe that the Democratic party South would provide equal educational advantages to all classes. The gentleman from the District of Columbia [Mr. Chipman] has correctly said that the lately enfranchised people are peculiarly the wards of the Government. Still, we ask that equal advantages, impartial protection, and the same educational facility may be extended to all classes, to the whole people. Imagine, I say, your race to-day in this

In conclusion, Mr. Speaker, I maght here pay a passing notice to the arguments generally used against the negro, and against his being educated. It has been said that the negro is an inferior race, with minds unfit for cultivation, with no traits of science, skill, or literature; with no ambition for education and enlightenment; in short, a perfect "booby brain." But these arguments, Mr. Speaker, fell to the ground many years ago, and have been rendered insignificant from the fact that not with standing all the laws enacted prohibiting the standing all the laws enacted prohibiting the negro from being educated, in spite of the degra-dation of over two hundred and forty-seven years of the most inhuman and barbarous slavery ever recorded in the history of any peo-ple, and coupled with five years subjugation to the reign of terror from the Ku Klux Kian, the dastardly horrors of which those only know who have been the victims, and those who commit the deeds. Notwithstanding all these obstacles and oppositions, we find in nearly every town and village, where the whipping posts and auction-blocks were once visible, school-houses and freedmen's savings banks erected in their and which stand to day as living refutations to the foul, malignant, unjust, and untrue argu-ments used against the negro. We still find him, however, loyal to his Government and friendly toward his former master, to-day look-ing to this Congress for the passage of a meas-ure that will aid in increasing the educational facilities throughout the country for the benefit of all classes, and thereby enable him to rear his children to truly comprehend their rela-tions with and duties toward their Governtions with and duties toward their Govern

Believing, then, as I have before said, that the national Government is the guardian of all the liberties of her subjects. I think we should lend all our aid to the establishment of a national educational fund. I think, sir, it be-hooves us, as the guardians of the rights and liberties of the people of this nation, to do so; for we are told that all there is of a nation that that is mighty, that exercises influ ence and promotes prosperity are the products of the education of its citizens. Then, let us make provisions for the education of all classes and if the State governments are unwilling to provide equal facilities for all, then let the na onal Government take the matter in hand.

Education.

SPEECH OF HON. J. H. RAINEY, OF SOUTH CAROLINA, THE HOUSE OF REPRESENTATIVES,

February 3, 1872. The House having met as in Committee of he Whole on the state of the Union for debate

Mr. RAINEY said:
Mr. Speaker: I have been an attentive listener to the discussions on House bill No. 1043. This bill, as you are aware, has for its object the education of the people, and proposes to that end that the proceeds accruing from the sale of all public lands should be set apart as a sacred fund for that object. View ing it in this light, one may well be surprised at the manner in which the entire subject has been treated by the opposition. It is truly marvelous to observe the manifest antipathy exhibited toward measures that are brought before this House having for their purpose the

melioration and improvement of the masses.

It ought not to be forgotten that we are the custodians of the interests of the whole people, sent here direct from their hands to represent their claims and interests before Congress, and. their claims and interests before Congress, and. I may add, the whole country. Why, sir, those illiterate and somewhat neglected people are the actual bone and sinew of the country, and at this time may be safely numbered among the stanchest supporters of its institutions. Their efficiency, bravery, and nower were known to the country in its darkest days and dire necessities, the testimony of which is stanned in bloody stains upon many a battle. dire necessities, the testimony of which is stamped in bloody stains upon many a battle These gailant and true men, many of held. These gallant and true men, many of whom have passed away, have left their father-less children as a heritage and trust to this Government. Yea, the whole people are deeply interested in this subject of education; therefore, we should endeavor to reflect as best we can their opinions, wishes, and desires in this regard.

regard.

I feel confident in saying that the populace I feel confident in saying that the popular is eager for education, and are looking with an ardent desire to the General Government to aid them in this particular. Educational facilities are needed alike by all classes, both louise creeted during the year 1871, at white and black. There is an appalling array of the illiterate made in the admirable report

The gentleman from Georgia [Mr. McIntyre] expressed his apprehensions that this was a The gentleman from Georgia [Mr. McIxyras] expressed his apprehensions that this was a plan to mix the schools throughout the country. What of that? Suppose it should be so, what harm would result therefrom. Why this fear of the negro since he has been a freedman, when in the past he was almost a household god, gamboling and playing with the children of his old master? And occasionally it was been the thora great artery femile. plain to be seen that there was a strong family esemblance between them.

Now, since he is no longer a slave, one would

Now, since he is no longer a slave, one would suppose him a leper, to hear the objections expressed against his equality before the law. Sir, this is the remnant of the old pro-slavery spirit, which must eventually give place to more spirit, which must eventually give place to more we might justly say, is a national calamity, and not necessarily sectional. We should there spirit, which must eventually give place to more humane and elevating ideas. Schools have been mixed in Massachusetts, Rhode Island, and other States, and no detriment has occurred. Why this fear of competition with a negro? All they ask for is an equal chance in life, with equal advantages, and they will prove themselves to be worthy American citizens. In the Southern States it was a pride in the past to exult in the extraordinary shifts of a fore reason. exult in the extraordinary ability of a few representative men, while the poorer classes were kept illiterate and in gross ignorance; conse

quently completely under the control of their leaders, all of whom were Democrats.

The Republican party proposes by this meas ure now pending to educate the masses so that they will be enabled to judge for themselves in all matters appertaining to their interests, and by an intelligent expression of their man hood annihilate the remnant of that oligarchical spirit of exclusiveness which was so promihood annihilate the remnant of that ofigaren-ical spirit of exclusiveness which was so promi-nent in the past. Sir, it appears to me as though gentlemen on this floor have lost sight of the fact that the besom of war has swept over this country, and that there is a change in the condition of affairs; that the people are the rightful rulers, and those in power are but their

servants. During the last Congress we had under con-sideration a bill for the establishing of a sys tem of national education, but adverse argu as now, that it was unwise and inexpedient for

In the old Roman Empire, proud though it was, boasting of its many conquests and its almost unlimitable extent of territory, feeling themselves secured by a supposed high order of civilization, they grew indifferent to their best interests in this regard, and as a natural sequence their power waned, and they are only known to us as a nation through the pages of history. The nations of modern Europe most respected are those which have succeeded partly in central zing their power, and I can see no difference in this respect with republics and monarchical governments. I am confident—yea, it is inevitable—that if this Government expects to control this vast extent of territory expects to control this vast extent of territory now in its possession, with an almost annual mentation thereto, it must, of necessity,

Mr. Speaker, I have no argument to advance Mr. Speaker, I have no argument to advance for or against the constitutionality of this bill; that I cheerfully submit to abler hands. It was said, however, by the gentleman from Pennsylvania [Mr. Storm] and others, that it is grossly unconstitutional; therefore more objectionable than the Ku Klux bill was. Such strictures are frequently heard from the Pe-moeracy. Nothing, in fact, appears to be con-stitutional to them that emanates or originates with the Republicans; consequently, the force of the argument is not felt to any extent. But admitting the assertion with all of the force and potency with which it is constantly uttered, I ask if it is a perversion of the spirit of the Constitution to invoke the sanction of that sacred instrument upon such a laudable measure as this, having for its aim the advancement of the whole people intellectually; thereby raising them to a higher plane, from which they may observe the beneficient workings of this, the greatest and most magnanimous of Govern-

The natural result of this mental improvement will be to impart a better understanding of our institutions, and thus cultivate a loyal disposition and lofty appreciation for them. The military prowess and demonstrative superiority of the Prussians, when compared to periority of the Prussians, when compared to the French, especially in the late war, is attributable to the fact that the masses of the former were better educated and trained than those of the latter. The leavening spirit of the German philosophers has, apparently, per vaded all classes of the population of that en tire empire. It is not necessary to detail the result that has passed into history, the lesson of which should not be lost on this continent. With these truths confronting us what is best to be done? Why, educate the people to a higher standard of citizenship. If this is done by the aid of the General Government its fruits will be seen in every department, and its power felt in every emergency.

Now, I um in favor of Government aid in

felt in every emergency.

Now, I am in favor of Government aid in this respect, for it will materially assist and eventually succeed in obliterating sectional feeling and differences of opinion, and thus foster a unit of sentiment that is so desirable Laws have been enacted, and are being enannihilated that obstinate, hostile spirit which engendered the late "uppleasantness." The secent trials of the Ku-Klux at Columbia, South Carolina, furnish a striking proof, which s beyond controversion, for the criminals hemselves confessed an utter destitution of

themselves confessed an utter destitution of general information that did not fail to excite the commiseration of the presiding judges.

This lamentable condition of things demands a remedy at the hand of our powerful and generous Government. The evidence is conclusive; therefore it is not necessary that arguments should be multiplied on this point. The report of the Cournissioner of Education prereport of the Commissioner of Education pre sents an astonishing anomaly in its tabular statements setting forth the illiterate of all classes in the United States. We find that out of a population of over thirty-eight mil li ms, over two and one-half millions in the Southern States over twenty-one years old are unable to read and write, and over one mil-

lion in the Northern States. I find in the report of the superintendent of education of the State which I have the honor in part to represent the following interesting statement: there are 205,610 school children between the ages of six and sixteen, with a total attendance of only 66,056, the greater portion of the remainder being unable to attend for the want of educational tacilities, although there has been one hundred and four school thereto. There are employed in that State

tabular statement of which has been brought to the notice of this House by the distinguished

Sir, I now ask is not this statement of suffi tabular statement of which has been brought to the notice of this House by the distinguished gentleman from Massachusetts, [Mr. Hoar.] Surely this ought to be sufficient to disarm all hostility to this laudable and much-needed measure; but instead of that, it meets with every conceivable objection and opposition from those who profess to be the friends and advocates of universal education. By some the bill under consideration is said to be unconstitutional; by others, centralizing power in the hands of the General Government which by right belongs to individual States. ery is still for more. I have seen, much to my admiration, old gray headed men, formerly slaves, learning the alphabet, and straining their blunted senses in quest of knowledge, and this, too, after the hard toils of the day. The delight with which they behold their little children striving to read while seated around their humble firesides is pleasurable to behold, as a hopeful sign of what the once oppressed will be when they shall have drunk deep from the perennial stream of knowledge. What we want is schools, and more of them. We want them strung along the highways and by ways of this country.

Mr. Speaker, I would have it know that this ignorance is wide appread; it it not see

will demonstrate what I have said:
In Himois, in the year 1870, the number of
white pupils was 826,829; number of colored
pupils, 6,210; number of school-houses, 10,381;
number of school districts with no schools, 320; number of scholars attending school, 706,780. By this you will perceive that there are over 126,000 children not attending school in this

In Indiana, in the years 1867 and 1868, the number of school children was 591,661; number attending school, 436,736; average daily attendance, 283,340; amount expended for tuition, \$1,474 832 49.

tutton, \$1,474,832.49.

The population of Maine, in 1870, was 630,423; number of school children, 228,167; number enrolled, 126,946; number not enrolled, 90,335; average attendance, 100,815.

Average duration of schools only four months and twenty days.

The population of Louisiana, in 1870, was 716,394; school population, 254,533; number enrolled, 50,000; average attendance, 40,000;

number not registered, 204,533; making a total absence from school in that State of 214,533. The school population of Arkansas, in 1870, was 180,000; number enrolled, 100,000; aver-

lost sight of: our country is comparatively new; the want of skilled labor is felt in all the hew; the want or skined into its reit in an the branches of its progressive industries. If the Government can utilize any portion of its im-mense domain for the furtherance of these ends, it will thus be dispensing its benefits and tection, and the same educational facility may be extended to all classes, to the whole people. Give us this and we will further endeavor to remove the ignorance from our people, and about which so much has been said by those series of centralization, all powerful Gov.

national legislation.

The plan embraced in this bill thwarts their designs, and will in a measure protect the Government from such a misfortune, and the

Government from such a misfortune, and the people from such a catastrophe. In fact the people have long since rendered a verdiet on this subject—"no more public lands to corporations." If this verdiet holds good, the public possessions, henceforth, will be held in fee simple for the sole henciit of the people.

I shall remind the House of one thing more, then I shall have done. The youth now springing up to manhood will be the future law-makers and rulers of our country. That they should be intelligent and thoroughly educated is a prime necessity and of great importance, should be intelligent and thoroughly educated is a prime necessity and of great importance, which is admitted by all and denied by none. All that may be done with this end in view will be returned with an increased interest.

I truly hope that those who oppose this bill

will reconsider their opposition, and give it their vote when the question shall again be before the House. For one, I shall give it my hearty support, believing it to be just and beneficial in its provisions.

THE UNION REPUBLICAN

Official Call for the Convention to Meet in Philadelphia, June 5, to Nominate Candi-dates for President and Vice President.

The undersigned, constituting the National Committee designated by the Convention held at Chicago on the 20th of May, 1868, hereby call a convention of the Union Republican party at the city of Philadelphia, on Wendes day, the 5th day of June next, at 12 o'clock uoon, for the purpose of nominating candidates for the offices of President and Vice President of the United States. Each State is authorized to be represented in

Each State is authorized to be represented in the Convention by delegates equal to twice the number of Senators and Representatives to which it will be entitled in the next National Congress, and each organized Territory is au-

protected by treaties, and immigration encour by all true patriots, who are ever ready to acknowledge its essentiality to harmony, concord, and perpetual peace; thereby aiding the engrafted on the national Constitution; the industries of our country and developing our privileges and immunities of American citizen vast national resources. If this had been done ship have become a part of the organic law years ago there would have been a better undership have become a part of the organic law, and a liberal policy has been adopted toward all who engaged in the rebellion. Complica-tions in foreign relations have been adjusted in the interest of peace throughout the world, while the national honor has been maintained. Corruption has been exposed, offenders pun-ished, responsibility enforced, safeguards es-tablished, and now, as heretofore, the Republican party stands pledged to correct all abuses and carry out all reforms necessary to maintain the purity and efficiency of the public service. To continue and firmly establish its fundamental principles, we invite the co-operation of all the cutizens of the United States.

WILLIAM CLAFLIN, of Massachusetts, WILLIAM E. CHANDLER, of New Hampshire,

JOHN A. PETERS, Maine.

LUKE P. POLAND, Vermont.
L. B. FRIEZE, Rhode Island.
H. H. STARKWEATHER, Connecticut. James Gopsill, New Jersey.
William H. Kemble, Pennsylvania,
Howard M. Jenkins, Delaware.
B. R. Cowen, Ohio. JOHN COBURN, Indiana. C. B. FARWELL, Illinois. ZACHARIAH CHANDLER, Michigan J. T. AVERILL, Minnesota. DAVID ATWOOD, Wisconsin. GEORGE W. McCrary, Iowa, C. C. Fulton, Maryland. Franklin Stearns, Virginia. JOHN HUBBARD, West Virginia. WILLIAM SLOAN, North Carolina John H. Caldwell, Georgia. JAMES P. STOW, Alabama M. H. Southworth, Louisiana. A. C. Fisk, Mississippi. S. C. Pomerov, Kansas. B. F. Rice, Arkansas. A. A. BURTON, Kentucky. Horace Maynard, Tennesse E. B. Taylor, Nebraska. James W. Nye, Nevada. H. W. Corbett, Oregon. George C. Gorham, California. JOHN B. CHAPPER, Colorado. W. A. Burleigh, Dakota. Sayles J. Bowen, District of Columbic. Washington, D. C., Jan. 11, 1872.

The New Coliseum in Boston.

The exact location of the structure has not yet been determined upon. At each end will raise a splendid tower 216 feet high, while the central tower will reach the enormous height of 240 feet, from the summit of which will float the banner of universal peace above the stand-ards of all the nations of the earth, and which will be displayed upon the different points of the structure. The four principal entrances in the centres of the sides and ends will be inscribed with the names of the four great continents, and be appropriately decorated with flags, national emblems, &c. Above each will rise an elegant pavillion 120 feet high. Besides the four main or principal entrances named, there will be on each side four and on each end two minor entrances, all appropriately decor

For the new coliseum the ground plan will be a parallelogram 822 feet in length by 422 feet in width, measuring 347,506 square feet in area, or a trifle less than 8 acres, being 322 feet longer and 122 feet wider than the coliseum of 1869, and containing more than double the area of that immense structure. Throughout this space not a single post, pillar, or support of any kind will obstruct the view from end to end. The roof will spring in a gentle curve directly from the foundations constructed on piles driven 35 feet into the ground, the two segments meeting at the ridge and forming a graceful arch at an elevation above the floor of 172 feet. The seating capacity of the building will be about as follows, the figures being rather below the numbers that could actually be accommo dated : Audience, 83,000; chorus, 20,000; or

-A distinguished Admiral in our navy tells a good one of his ten years old lad, a very bright boy, who has been carefully brought up in the Episcopal Church. Coming home from school the other day he informed his mother that in common with all the boys in school he had that day received twenty-five bad marks. had that day received twenty-five bad marks.
"For what, pray?" "Oh, because the teacher
asked as to repeat the second commandment,
and none of us did it." "Why, my boy, you
certainly knew that. Why did you not repeat
it?" "Of course I know it; but do you think
I was going to stand up there and repeat it and
have all the boys think I was religious!"

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of this Convention was very unfortunate, owing to the important canvasses going on in several of the Southern States, and the inability of many good men to attend, in consequence of the same; and whereas, many prominent col-ored men disapproved of said call, because they considered it sectional; therefore be it Resolved. That the President of this Con-

vention be, and is hereby, authorized to call a National Convention of the colored people of the United States, to meet at the city of New Orleans, Louisiana, on the second Wednesday of April, 1872.

Resolved, That the representation to said Convention shall be two from each State or Territory at large, and one for each twenty thousand colored voters, and one for each frae-

tional part over ten thousand, to be elected as the State may determine.

Pursuant to authority vested in me under the foregoing resolutions, I hereby call upon the colored people of the United States to elect and

commission delegates to assemble in conven-tion on the day and at the place mentioned at 12 o'clock M., to consider their political and ma-

the foregoing resolutively adhered to. Respectfully,
ALONZO J. RANSIER,
ALONZO J. RANSIER, President of the "Southern States Convention of Colored Men."

Papers friendly to the cause of equality beore the law and the material interests of the colored people will please copy.

State Wit.

The American Free Trade League has pub lished and distributed, through the American News Company, a sheet entitled the People's Pictorial Tax Payer, which exhibits cuts o the poor farmer's coat, hat, boots, &c., labelled with figures denoting the "tax" imposed upon them, together with other designs, the whole being embroidered with marginal advertisements of English iron, hardware, steel, and drug merchants, English transportation lines, and English life and fire insurance companies having offices and agents in the city of New

York.

Of course the ink and paper of this publication cost the Free Trade League nothing, for all expenses are paid by the advertisers of foreign goods who take this singular method of commending themselves to the American people. Its wit costs nothing, for that is English also. Sidney Smith long ago rung the changes on the subject of travation, showing how the on the subject of taxation, showing how the

on the subject of taxation, showing how the Englishman was taxed everywhere and on every thing, from the cradle to the grave—good wit and sad truth, which loses all its point in the feeble and shabby copy of the Tax Payer.

Cannot the Free Trade League give us something with the flavor of originality? We know that it gets all its money from England, but why cannot, it use some naive wit or arguwhy cannot it use some native wit or argu-ment? Why should it depend upon importa-tions which are found to be cheap enough, but are stale and unsuited to the market?

ngs for French economists of the Free Trade school by saying that they would grind a country to powder with their senseless theories. A Free Trader declaiming in New York against the American Tariff can clearly see that the production of Pig Iron on Lake Superior employs a large population in mining ore, in cut-ting wood, in making charcoal, in quarrying stone, in hauling ores and fluxes, in conveying country 2,000 miles long, breadstrffs, grains, vegetables, and fruits, to feed the fernace-men, miners, and carriers, beside a crowd of smiths, wheelwrights, and machinists—and that it employs in part the capital, machinery, and operatives of numerous distributing railroads. He can clearly see that that single industry is like the delta of a river in a plain, fertilized and blessed by the current as it flows. But, be longing to a school which grinds to powder with senseless theories, he will deay the logic of the facts he looks on, and scream for Free Trade in British Pig Iron. And he will work to strike with the lightnings of idleness and bankruptcy that chain of linked industries from end to end. To what result? The production of American pig metal, which kept down the price of British in our markets, being crushed out, we shall pay higher than ever for Pig Iron brought here, not in American, but British ships, consigned, not to American, but to British merchants, and paying commissions, storage, and profits, not to Americans, but to foreigners, who talk quite like Lord Dundreary and count the years or the months to their go e with fortunes made off the Yankees

THE African slave trade, as far as Christian countries are concerned, is entirely at an end, but its main features are preserved not only in the Coolie traffic, but in the so-called immigrant labor schemes of the South Pacific. Queens land is the northernmost, and being in the Southern Hemisphere, the hottest of the British Southern Hemisphere, the hottest of the British Australian colonies. For some years past the planters in their search for laborers have brought from the adjacent islands large numbers of the natives. They are imported nominally as colonists hired for a few years' service, out really as slaves in all but the name. Not a few of these unhappy victims have been kid-napped, and as a consequence the islanders have been filled with wrath against the Buglish. A fearful act of vengeance has recently been perpetrated, which fell upon an innocent party. Bishop Patterson, a zealous colonial prelate, was murdered with several of his companions scrupulous English kidnapper had previously assumed the name and even the dress of the Bishop. The atrocities of the Queensland labor system have more than once been brought to the notice of Parliament, but it appears with little effect. This slaughter of the missions. will, however, he likely to draw more careful attention to the subject, and it is to be hoped put an end to the traffic forever.

How to Lave on \$1,200 a Year.-Under the heading of "Household Expenses" the New York Times has called out a long list of conmunications showing how a middle-class family may be maintained in good homes and have strikes us as by long odds the most feasible and most commonly practiced:
Your inquiries are by far more numerou

Your inquiries are by far more hametost than the replies as to the mode of making both ends meet when keeping house or living on a small salary or income. I have for the past two years kept house with a wife, three children, and two servants on an income of less than \$1,200 per annum, and from present ap-pearances shall do it again this year. My plan is this: I spend what I need to live well, keeping a monthly account with the grocer, butcher, &c.; I let the bills accumulate for a period of say two months, and at this time the treasury empty and the bills considerable. Then is the grand idea) my wife collects the bills and goes, with tears in her eyes, to her father, pleads poverty, and talks the old gentl man out of a check and the crisis is met. The next time, to give him a rest, one of the two inevitable well-off brothers-in-law is called in

requisition. This you will see only happens twice a year to each, and it don't hurt them much, so we swing along.

The above is the only feasible plan I see, and

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Education for the People.

The colored People of the United States.

Columbia, S. C., January 22, 1872.

The following preamble and resolutions were adopted by the "Southern States Convention of Colored Men," which convened in this city on the 18th day of October, 1871:

Whereas, the time fixed for the assembling Whereas, the time fixed for the assembling acids of the late war, nor affect in any manner the existing laws and regulations in regard ner the existing laws and regulations in regard to the adjustment and payment to States, upor their admission into the Union, five per century

their admission into the Union, five per centum of the net proceeds of the sales of the public lands within their respective limits.

At the close of each fiscal year one-half the net proceeds of the sale of public lands shall be invested in United States five per cent, bonds, which shall constitute a perpetual fund in the Treasury of the United States, to be known as the national educational fund. That anown as the national educational und. That one half the net proceeds of said sales, and the whole income of the educational fund, shall be apportioned among the several States and Territories in proportion to their population, between the ages of four and twenty one years: Provided. That for the first ten years the dis-tribution shall be made according to the ratio of the illiteracy of their respective populations, as shown, from time to time, by the ceding published census of the United States; that any State or Territory may apply fifty per cent. of its share of said fund for the first year, and ten per cent for any subsequent year, to the maintenance of one or more schools for the instruction of teachers of common schools; said sum, after the first year, to be appropriated wheely to the payment of teachers of such schools.

schools.

Each State and Territory shall, before receiving its proportion of said fund, engage that
it will provide by law for the free education of
all its children between the ages of six and sixteen years, and will apply all moneys which it shall receive under this act in accordance with its conditions: Provided, That no moneys shall be withheld from any State or Territory for the reason that the laws thereof provide for separate schools for white children and black children, or refuse to organize a system of mixed schools.

That one or more free schools for all children between the ages of six and sixteen years shall be kept in every school district in the States and Territories receiving the benefits of this act for at least three months in each year.

The bill further enacts penalties for misap-plying said fund, and gives the circuit courts of the United States exclusive jurisdiction of all offenses committed against the provisions of this act.— Washington Chronicle,

How to Get On in the World.

A workingman some time ago published his wn biography, one of the most interesting little volumes that has appeared during the present ceptury. It is as follows :

It may to some appear like vanity in me to write what I now do, but I should not give my life truly if I omitted it. When filling a cart with earth on a farm I never stopped work because it is the beauty with the head of the life of t cause my side of the cart might be heaped up before the other side, at which was another workman. I pushed over what I had heaped up to help him; so denbtless he did to me when he was first and I was last. When I have filled my columns of a newspaper with matter for which I was to be paid 1 never stopped if I thought the subject required more explanation because there was no contract for more payment or no possibility of obtaining more. When I have lived in a barrack room I have stopped work and taken a baby from a soldier's wife when she had to work, and nursed THE great Napoleon angrily uttered his feel-

it for her, or gone for water for her, or cleaned another man's accourrements, though it was no part of my duty to do so.

When I have been engaged in political literature, or traveling for a newspaper, I have gone many miles cut of my road to ascertain a local fact or to pursue a subject to its minutest details, if it appeared that the public oy wagon the metal to shipment, in building and sailing schooners and propellers, in raising, at different points along a breadth of country 2,000 miles long, breadstiffs, grains, vegetables, and fruits, to feed the firmace-men, muers, and carriers, health agently a plow, in farm draining, stone quartering basels.

> journeymen, and copper masters. cure for pride is sense, and the only path to promotion is condescension. What multitudes have been ruined by the prids of their hearts. Here is testimony worth treasuring in mind by everybody.

Great Expectations.

Such hopeful Republicans of the anti-Grant school as hope to go down in history as the founders of a new party will please read the following from the Missouri Republican, a Democratic journal that is just now engaged in the work of engineering of what it terms the "liberal" movement:

"The fancied scheme to displace the power ful Democratic party in our national politics with a comparatively small insurgent Republi-can party does not and cannot exist. A refusal by the Democratic party to nominate a Presi-dential ticket in 1872 does not imply that it

other contest for smaller places in 1872.

"The great election of next November involves local contests all over the country; it involves, besides the Presidency, members of would not discourage the presentation of Demo-cratic tickets, and the vigorous support of them in the subordinate State, district, and county fields: so far from this it would stimulate the free to support and elect them with the fo which it would spare from the Presidential struggle."

A Conundrum for Free Traders.

Will the able-bodied free trade reformers be good enough to tell us, in deference to our ig norance, if for no better reason, what they propose to give in return for the imported foreign fabrics which they are claiming to have admit-ted into the United States to a free market. he past tee chil-tee chil-to f less sumes of the annual products of the farms of the United States is just two per cent, of what we raise and about twenty per cent of what we import.

Now, let the free traders stand upon their

Now, let the free traders stand upon their feet and answer this conundrum. It vitally concerns the farmers of the Western States to know. As the European market turns out to be such a feeble consumer of our cora and wine and oil, how do free traders propose to adjust the balance of trade in our favor?—St. Louis Journal of Commerce.

-A lady being asked what was her hus

band's occupation, said he was engaged in "flaishing." It was subsequently ascertained that it was a term in the pentientiary to which she referred.

-The Independent says: "The mills of the gods grind slowly:
Yet they grind exceedingly small
And their grisp will not be finished.
Till they grind out Oakey Hall."